

Comprehensive School Improvement Plan (CSIP)

Constant Conversation Question #3: How will we know that student learning has changed? Regulatory Guidance—Public School Districts

District-wide Assessments: Large-scale achievement or performance measures

Principles for Iowa's Assessment Accountability System

- Maintain a continuous philosophy of improvement by expecting all school districts and all schools to improve student performance.
- Maintain Iowa's current policy that schools and school districts are accountable for student performance.
- Continue to support the local district responsibility for the development of standards and benchmarks.
- Maintain a policy of local assessment systems that can effectively drive instruction.

Assessment System Purposes:

- To celebrate successes
- To show results
- To show how results measure up to what was intended (alignment with content standards and benchmarks)
- To provide for accountability and public reporting
- To determine whether your goals are appropriate (e.g., CSIP goals, long-range goals, and annual improvement goals)
- To determine whether you are collecting the right data/information about student learning relative to stated goals
- To determine whether your perceptions about student learning are accurate
- To determine whether your school is targeting resources for maximum impact on student learning—the key to continuous improvement

Assessment System Requirements:

- Aligns with content standards
- Contains technical adequacy
- Involves multiple measures

Note: Your area education agency can provide more comprehensive technical assistance about assessment systems. This document is intended only to identify minimum state and federal assessment requirements.

Links to Assessment System Technical Assistance

- *Checking the Alignment of an Assessment Tool and a Set of Content Standards*, David A. Frisbie, Iowa Technical Adequacy Writing Project (ITAP), University of Iowa, January 2003 http://projects.education.uiowa.edu/itap/Introduction/pdf/ITAP_Alignment_Paper.pdf
- *Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments*, Iowa Department of Education <http://www.state.ia.us/educate/ecese/is/ell/documents.html>
- *Technical Assistance Guide District-Wide Assessment Decisions for Students with IEP, 504, or English Language Learner Services*, Iowa Department of Education <http://www.state.ia.us/educate/ecese/is/dwa/index.html>

Comprehensive School Improvement Plan (CSIP)

**Constant Conversation Question #3: How will we know that student learning has changed?
(Regulatory Guidance—Minimum Assessment Requirements)**

Minimum district-wide assessment requirements for the next three years appear on the following charts.

Minimum District-Wide Assessments to Meet State and Federal Requirements													
Public School Districts 2004-2005 School Year													
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading					ITBS				ITBS			ITED	
Mathematics					ITBS				ITBS			ITED	
Science									ITBS			ITED	
Multiple Measure -- Reading	Minimum of one additional reading assessment at whatever grade level the district chooses.												
Multiple Measure -- Mathematics	Minimum of one additional mathematics assessment at whatever grade level the district chooses.												
Multiple Measure-- Science	Minimum of one additional science assessment at whatever grade level the district chooses.												
Diagnostic Assessments (Iowa Early Intervention Funds)	<div>Phonemic Awareness, Fluency, Comprehension</div> <div>Requirements for diagnostic assessments may change, pending possible legislative changes from the 2004 Iowa General Assembly.</div>												

New assessment requirements for 2005-2006 and 2006-07 are shaded.

Minimum District-Wide Assessment State and Federal Requirements Public School Districts 2005-2006 and 2006-07 School Years													
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading				ITBS	ITBS	ITBS	ITBS	ITBS	ITBS			ITED	
Mathematics				ITBS	ITBS	ITBS	ITBS	ITBS	ITBS			ITED	
Science									ITBS			ITED	
Technology (E2T2 Funds)									Tech Literate				
Multiple Measure-- Reading	Minimum of one additional reading assessment at whatever grade level the district chooses.												
Multiple Measure-- Mathematics	Minimum of one additional mathematics assessment at whatever grade level the district chooses.												
Multiple Measure-- Science	Minimum of one additional science assessment at whatever grade level the district chooses.												
Diagnostic Assessments (Iowa Early Intervention Funds)	<div>Phonemic Awareness, Fluency, Comprehension</div> <div>Requirements for diagnostic assessments may change, pending possible legislative changes from the 2004 Iowa General Assembly.</div>												

New assessment requirements for the 2007-08 school year are shaded.

Minimum District-Wide Assessment State and Federal Requirements													
Public School Districts 2007-2008 School Year													
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading				ITBS	ITBS	ITBS	ITBS	ITBS	ITBS			ITED	
Mathematics				ITBS	ITBS	ITBS	ITBS	ITBS	ITBS			ITED	
Science						ITBS			ITBS			ITED	
Technology (E2T2)									% Tech Literate				
Multiple Measure-- Reading	Minimum of one additional reading assessment at whatever grade level the district chooses.												
Multiple Measure-- Mathematics	Minimum of one additional mathematics assessment at whatever grade level the district chooses.												
Multiple Measure-- Science	Minimum of one additional science assessment at whatever grade level the district chooses.												
Diagnostic Assessments (Iowa Early Intervention Funds)	Phonemic Awareness, Fluency, Comprehension												

Requirements for diagnostic assessments may change, pending possible legislative changes from the 2004 Iowa General Assembly.